

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, November 18, 2019 – Regular Meeting

7:00 p.m. – Central Office Main Conference Room – 8 Bonair Street

Members present: Ms. Krepchin, Dr. Ackman, Ms. O'Sullivan, Ms. Normand, Mr. Green and Ms. Pitone.
Members absent: Ms. Palmer, Mayor Curtatone and President Ballantyne.

I. CALL TO ORDER

Chair Normand called the meeting to order at 7:04 p.m. with a moment of silence followed by a salute to the flag of the United States of America.

Chair Normand asked the Superintendent to call the roll, results of which were as follows: PRESENT – 6 – Ms. Krepchin, Ms. Pitone, Ms. O'Sullivan, Mr. Green, Dr. Ackman and Ms. Normand ABSENT – 3 – Ms. Palmer, Mayor Curtatone and Ms. Ballantyne.

II. REPORT OF STUDENT REPRESENTATIVES

Student Representative Nathalya Salmeron was present and gave the following report:

The Student Council met this week and talked about the upcoming pep rally, taking place this coming Wednesday, which is the Wednesday before Thanksgiving. We talked about logistics and the order of presentations. During the pep rally we are going to test out the school wide Kahoot, to try and get the students to feel more comfortable sharing with the Student Council, who will also be the game judges at the pep rally. The Chipotle fundraiser was today so thank you to those who participated. We had a homecoming plan for this upcoming Friday, but it was canceled due to the overlap with the play. Speaking of which, the play In The Heights is November 21st to November 23rd, please be sure to check it out.

III. REPORT OF SUPERINTENDENT (OUT OF ORDER)

A. DISTRICT REPORT

• **Human Capital Professional Teacher Status Recognition**

Chair Normand introduced the next item, taken out of order, the Human Capital Professional Teacher Status Recognition and asked Superintendent Skipper to say a few words

Tonight we celebrate the next group of teachers who for the past three years, now in the beginning of their fourth year, have achieved professional teacher status with us. We couldn't be more blessed for the talent and the passion and the caring and the love that our teachers give to our students every day. They are truly the heart of our district. And it's wonderful to see our groups of PTS teachers grow bigger each year, which means that you, as our teachers are making an investment in our district, just as we're making an investment in you, so we're very proud of you. Chair Normand added on behalf of the School Committee, we appreciate the hard work that you do every day. Also as a parent, you are the adults who care for our kids every day and it is an act of trust and faith that we have in you and this is well earned, so welcome to professional status.

At this time Superintendent Skipper introduced the Director of Human Resource, Mariana McDonald, to begin.

Welcome everybody, I'm really excited to see you all and it's very heartwarming to see a lot of you here with your families for such an important day. Without further delay, I am going to start calling the names of the teachers being recognized tonight and your Principal or supervisor will read what they've written about you.

Kelly Dixon

Kelly was at the Argenziano School for her first three years towards professional teacher status. This year she started at the Winter Hill Community School so we put her in with the Argenziano School.

Glenda Soto, Principal at the Albert F. Argenziano School couldn't be here tonight, therefore, Ms. McDonald read her comments.

Kelly is a dedicated special educator who values hard work and student success. Kelly is creative and kind and she puts forth great effort to make sure students and families at the Argenziano School get what they need. Kelly understands how students with disabilities learn, and is always looking for new ways to break through learning barriers. Her willingness to collaborate and work in partnership with other educators and service providers is an asset. She is definitely an asset to the students and families of Somerville.

Jessica Couture

Felix Caraballo, Assistant Principal at the Michael E. Capuano School read the comments for Ms. Couture.

Ms. Couture has proven herself to be a dedicated motivator and caring Special Education teacher. She has developed specialized programming to meet the needs of our students within the substantially separate ASD classroom, through effective utilization of data collection methods and analysis of individual student data. Ms. Couture is collaborative and generously

shares her expertise with all staff members in our school community, she's a highly valued member of our team. Ms. Couture effectively communicates with all parents during IEP meetings, parent workshops and conferences to build strong relationships and Homeschool Connections. Congratulations.

Karina Johanson

Obed Morales, Principal of the East Somerville Community School read the comments for Ms. Johanson.

Karina is a lifelong resident of Somerville, who understands the immigrant experience from her own background. She has grown to be an excellent teacher who has focused on individualization and instruction, based on students literacy needs. She has championed the school focus on small group instruction, her lesson plans and classes reflect this personalization. She continually seeks out new ways to provide intervention for students. Karina creates a positive and organized classroom community and works to support the whole child by attending and supporting students in their sports and music performances. Karina is a strong addition to Somerville Public Schools and a valued member of the East Somerville Community School faculty. Congratulations!

Helen Schroeder

Also a teacher at the East Somerville Community Schools, Mr. Morales read his comments.

Ms. Schroeder is a valued teacher and leader at the East Somerville Community School. As a kindergarten teacher, Ms. Schroeder takes seriously the task of developing our students as learners, members of the school community and good citizens. She works to continue to improve her own practice and her students know exactly what's expected of them. She patiently reminds students about their educational goals and their behavioral goals to succeed in our dynamic differentiated classroom. Ms. Schroeder provides a leadership role in the school and works with the school equity initiative instructional leadership team, and the One Somerville Century Schools Committee. She's a model for how to integrate social justice and equity issues into early childhood context. She knows each of her student's talents and challenges and encourages them daily to be the best students they could possibly be. Ms. Schroeder takes pride in all her work and models what it is to be a caring, committed and compassionate educator. Congratulations!

Charles Graham

Mary Ellen Cobbs, Principal of the Arthur D. Healey School read her comments about Mr. Graham.

Mr. Graham is a member of the grade five/six Healy team for the past three years, he has been a tireless advocate for students and has proven to be a reflective practitioner. In his daily lessons, Chuck plans carefully and sets up a strong structure for his students, which helps them thrive. He provides his students with a range of supports to help them succeed and has high expectations for them all. This past year he has developed and implemented several ancient civilizations units that were rigorous and engaging for students that were embedded with strong project based learning. Chuck has been the central member of this team, working with others very collaboratively to figure out how to best meet the needs of students. I believe that Chuck will contribute much to the Healey community, and the years to come.

Ms. Cobbs continued with her comments for Ms. Claire Shapiro and Ms. Lauren Woldemariam.

Claire Shapiro

For the last three years as a grade three/four teacher at the Healy school, Ms. Shapiro has dedicated herself to the Healey community and her students. She works hard to build a strong classroom community and to build powerful relationships with her students. Claire has taken advantage of many professional development opportunities, such as workshops and coaching and has implemented ideas from these quickly into her practice. She especially looks for ways to increase discourse among her students and to differentiate for the wide range of needs in her classroom. On her team, Claire has proven that she's a true team player, helping her colleagues and working to build a true partnership. I believe that Claire will serve our students well for a long time to come.

Lauren Woldemariam

For the past three years Lauren has been a grade one/two teacher at the Healey School, having started here as a student teacher, Lauren quickly assumed the role of classroom teacher, bringing a passion for education and tireless energy for her students. On a daily basis Lauren is extremely well planned and constantly thinking of ways to meet the needs of her students. She sets rigorous expectations in ensuring that students have the supports to reach them. In terms of science, Lauren has worked for the past two years as part of a science curriculum group, developing units and being an active member of Dr. Eve Mon's research team. Not only have our students responded well to her science instruction, and really push the limits of what we thought second graders could do, but she has helped other teachers in the district implement these units and build greater students discourse. Lauren is an asset to her district, school team and her students. We look forward to even more great work in the years to come.

Scott Oskin

Christine Trevisone, Director of Special Education, read the comments for Mr. Oskin.

Scott joined the staff of the Kennedy School in 2014 while he was finishing his Master's degree in Library Science from Simmons College. We knew right away that we'd made a great choice hiring Scott. He is dedicated to the students of the Kennedy School, is highly organized, innovative and an effective instructional leader. Scott works well with all members of the faculty, staff and community. His excellent technology skills and willingness to engage in professional growth has made him an instructional leader in the Library and Media Department. Scott has created a computer science curriculum, which is being used by the library media team to teach computer science to all students. We are lucky to have Scott Oskin, as a valued member of the Library Media Department

Alzimara Oliveira,
Lisa Machnick, Supervisor of the Language Department read her comments for Ms. Oliveira.

Ms. Oliveira is meticulous, conscientious, collaborative, professional, hardworking and positive. She implements creative and research based lessons and strategies that engage students as they progress on the world language proficiency continuum. Ms. Oliveira works tirelessly to meet the needs of her diverse students from sixth grade to the high school and in Portuguese and in Spanish. She continues to grow and learn as an educator and is most deserving of professional teacher status in the Somerville Public Schools.

Jessica Howard
Lucy Prawdzik, Supervisor of the Art Department read her comments for Jessica Howard.

During the past three years, Ms. Howard has worked diligently to develop her skills as a member of the Somerville High School Art Department. Some of her many accomplishments include developing students skills and talents in a variety of Art Media through the numerous art courses that she teaches at Somerville High School. Many of Ms. Howard's students have achieved state and national awards for their creativity and talents as emerging artists. Additionally, Ms. Howard's art students have been accepted to some of the most highly recognized art college universities and postgraduate institutions nationwide. She has chaired sponsor the National Art Honor Society, as well as the art club, and most recently has been working with students in art one with great success in developing skills that captivate the student's creativity through visual art. Ms. Howard has worked very hard to achieve professional status and it is with complete confidence that she will continue to grow and develop as an exceptional art teacher at the Somerville public schools. Welcome!

Jeremy Rischall

Chad Mazza, Interim Assistant Superintendent of Curriculum, Assessment and Instruction read the comments for Mr. Rischall.

Jeremy has been an excellent addition to our school counseling team. He has been invested in building relationships with students and staff, and he works hard to improve the overall delivery of our student support and college career services. Jeremy has taken on numerous leadership opportunities and has volunteered for many SHS committees. In addition, he has helped to organize and facilitate Concert College and Career x Blocks, a college tour, our new online scholarship process, Harvard and Tufts interviews essay to prep courses, to name a few. Jeremy understands adolescent development and helps to support all students through academic personal social and college and career readiness programming. He's also well trained in mental health issues and crisis intervention and works tirelessly to connect students to the appropriate in school and community based resources that are necessary to support our students overall Jeremy's a team player, a strong advocate for his students and goes above and beyond In his job responsibilities. Congratulations.

Grace Torino

Leo DeSimone, Somerville High School Associate Principal and CTE Director read his comments for Ms. Torino.

Grace is a positive role model for Somerville High School students. She was an ELL student, and a graduate of the high school. Grace has a natural ability to anchor with our students, and is a pride and joy of Somerville High School.

Isabel Barrows

Kathleen Seward, Principal of the West Somerville Neighborhood School, read her comments for Ms. Barrows.

In Isabella's three years working for Somerville Public Schools she's dedicated herself to the students and families of Somerville. She works hard to foster ongoing communication with all families, and she works collaboratively with the staff at the West Somerville School to meet the needs of all of her students. She also serves as a resource for all students and staff when needed, and has continued to grow in her education and practice. Each year, she seeks out and takes advantage of opportunities for professional growth, and as an active member of her school community. It is with pleasure that I recommend Isabel for professional teacher status.

Holly McMahan

Courtney Gosselin, Interim Principal of the Winter Hill Community School, read her comments for Ms. McMahan.

Since coming to the Winter Hill Community Innovation School in August of 2016 as our grade one integrated teacher, Ms. McMahan has made student learning her priority. She designs well-structured lessons for her grade one learners with

challenging measurable objectives and appropriate student engagement strategies. Language objectives are posted, discussed and referred to during each lesson. Ms. McMahon sets consistent yet demanding expectations for the quality of student work expected of her students. She facilitates perseverance and the effort required to produce grade level and above work. She consistently recognizes and applauds effort and expresses high expectations for all. We are fortunate to have Ms. McMahon as a member of our learning community.

Ms. MacDonald then read the names of those teachers who couldn't make it tonight but who will also be obtaining Professional Teacher Status.

Albert F. Argenziano School

Angela Rodriguez and Haley Snelling

Benjamin G. Brown School

Stephanie Vassillion

East Somerville Community School

Teresa Delgado Castillo, Kara Kivi, and Inmaculada Sanchez Dorado

Arthur D. Healey School

Emily Bruneault and Mary Cloutier.

John F. Kennedy School

Lauren Harris, Elizabeth Murphy and Matthew Uzenski

District Wide

Catherine Gately-Gehant

Somerville High School

Jasanne Blanchard and Brenda Jaster

West Somerville Neighborhood School

Ellen Caruso, Caeli Smith and J. Stewart Whitney

The meeting recessed at 7:30 p.m. for a short celebration.

The meeting reconvened at 7:43 p.m.

IV. APPROVAL OF MINUTES

Tabled.

V. PUBLIC COMMENT

No public comment.

VI. SUPERINTENDENT'S REPORT

B. Personnel Report

Superintendent Skipper took this time to thank the newly listed retirees for their many years of service.

- Mercedes Escobar, Cook for the Food and Nutrition Services department, for her 20 years of service.
- Deborah DiRusso, SMILE Paraprofessional at the Capuano, for her 18 years of service.

A. District Report

• Human Capital Development Presentation

Superintendent Skipper introduced the first item of her District Report, the Human Capital Development Presentation produced by Mariana MacDonald, Director of Human Resources, and Karen Woods, Director of Educator Development. Susana Hernandez Morgan also joined them in presenting.

As you know we've been doing a great deal with human capital, in particular, looking at our human resource department in really paying attention to all facets of human capital all the way back from hiring through to advancement. And so tonight, Ms. MacDonald is going to do a presentation around, specifically the human resource piece along with some data and Ms. Woods, will be presenting all of the wonderful opportunities that we're creating for educators for development.

Ms. MacDonald and Ms. Woods went through each slide and explained the data and gave a thorough presentation. Please see presentation attached.

Chair Normand thanked them for all their work and then opened the floor to questions.

Mr. Green echoed the thanks and said this is the fourth Human Capital presentation that has been brought to School Committee, and each one has been deeper and more robust and he really appreciates that. He then said that he noticed that while we do see this moving in the right direction, as far as hiring new teachers of color, the demographics are moving but not by much. He wondered if this suggests that perhaps our retention for educators of colors is lagging, and if so, is that's an area we should be putting more energy into in the next year or next three years. He requested that the date of retention for teachers of color be brought to the committee.

It is Dr. Ackman's understanding that Rebecca Grainger, Superintendent Fellow, is working on and helping us understand and innovate in the way we identify our minority populations in the district. She asked if there are theories about what that data might also do to our understanding of these numbers.

Ms. Grainger responded that in looking at the data, one of the things that we're noticing as we're overlaying race and ethnicity on top of each other, is that there may be some limitations into what people can choose for self-identifiers. Part of that is how we define both race and ethnicity, and how it's expanding and how we can start to think about identity. At this point, the focus has mostly been on student demographics, however they are human demographics, and so therefore they spread to adults as well, and that work will probably continue that way. If you take all of the racial data when you put ethnicity on top of it, so choosing from the two current choices, Hispanic Latino or not Hispanic Latino, many of our Hispanic/Latino students who are identifying that way, are also choosing white. One of the things we need to do is ask students, and people who identify from that demographic group, but part of what is a possibility is that people do not have another option. And so you're either choosing, as we saw through the teacher data, you're choosing Asian, Native American, black, white, etc. and then can choose any combination of those with ethnicity, but there's a possibility that some students that are identifying as Hispanic don't have another category within race to choose from. The other thing that we're seeing is that there's a potential of the Brazilian population not identifying as Hispanic, because of the definition of Hispanic, and it is likely that they are predominantly choosing white, just from looking at the numbers, although there's the possibility that they're also choosing black or Asian or Native American.

Ms. Woods added that Ms. Grainger is also serving on the Human Capital Task Force and is bringing some of that expertise to the group.

Ms. Pitone took this time to echo Mr. Green's comments about the presentation and that the scope of what the district is showing School Committee now has changed dramatically over the past several years and seeing more trends of information is super helpful on the scope of the leadership development or opportunities is incredibly exciting. She then asked a question about the last bit of the presentation and how much of that is a reflection of retirements in the district.

Superintendent Skipper responded that our retirees have stayed fairly even. We average anywhere between 14-20 in a given year. What we're seeing with the retention, is far more about educators making a commitment to Somerville, based on our commitment to educators. It's a lot of the supports that Karen and Marianna spoke about for teachers at particularly their first, second and third years when teachers often are new to the profession and can struggle. How we respond to that in a very human and empathetic way of support is really different than in some districts where it's completely evaluatory.

Ms. Pitone also asked where something like employee satisfaction surveys are being implemented right now or putting plans in to work.

Ms. Woods shared that over the last several years, we've been working to streamline our survey processes in the district. For the last three years, we have two district surveys that we're really supporting; The Whole School Quality Survey, which is utilized by the MCIEA, that we provide in the fall. And then we have The Conditions for Learning Survey, that we took from the Urban Leaders Network and adapted to be Somerville specific. And really over the last two years what we've been doing is figuring out our processes for how we take the data and make it useful to school leaders, as well as families

Mr. Green then requested data comparing the interview pools, since the Work Force Diversity Policy was passed last year.

Superintendent Skipper took this time to thank Ms. MacDonald, Ms. Woods and Ms. Hernandez Morgan for the amazing job they do and for their leadership.

- **Sexual Harassment/ Title IX Memo** (Requested by Rules Subcommittee)

This memo is included in the packet, for informational purposes, as requested by the Rules Subcommittee.

At this time Chair Normand opened the floor to questions.

Reading through the memo, Ms. Krepchin wondered if we were talking about this just happening in high school or if it's also talked about with middle school students.

Ms. MacDonald responded that It's also in middle school, Director of Student Services does a few meetings with the seventh and eighth graders on this, so it is discussed with them also.

As a new school parent, Mr. Green the asked about how student handbooks are handled for the lower grades and where he could access one.

To which Superintendent Skipper replied that student handbooks have transitioned to online and she asked Ms. Morgan to send some kind of a notice out to parents as to where they may be able to find them.

Chair Normand thanked the district staff for a very full evening.

VII. REPORT OF SUMCOMMITTEES

A.School Committee Meeting for Rules Management: October 21, 2019 (Ms. Palmer)

Given Ms. Palmer's absence this report was tabled.

B. School Committee Meeting for Educational Programs and Instruction: November 4, 2019 (Ms. O'Sullivan)

Education Programs & Instruction - Meeting Minutes - November 4, 2019

The Education Programs & Instruction Subcommittee held a meeting on November 4, 2019. Ms. O'Sullivan called the meeting to order at 6:03pm. Subcommittee members in attendance were Paula G. O'Sullivan, Emily Ackman and Laura Pitone. Participating district staff included Superintendent Mary Skipper and Assistant Superintendent Chad Mazza. The agenda focused on the recent design work, supported by the Barr Foundation, of Next Wave Full Circle and Somerville High School.

First, NWFC Principal Margaret Green and Special Education Department Chair Jack Haverty presented an update of the "Doing School Differently" rebranding work at NWFC (see Ed Programs minutes Feb. 11, 2019), including a new mission statement that reads "NWFC is a tight-knit school community for students who have experienced academic setbacks and benefit from a personalized approach to learning. In order to meet the needs of our students we emphasize: Trusting relationships, authentic learning experiences, growth mindset, and student voice and choice, as essential components in our daily work. Our students graduate with the skill set needed to adapt to challenges and lead meaningful and productive lives." The school now centers around five core values: resilience, empathy, responsibility, collaboration, and excellence.

School staff have been working this year to pilot several initiatives that grew out of their self-assessment and that exemplify and foster the five core values. Staff are bringing more structure and focus to the school's teacher/counselor model, and are putting more emphasis on building the grade 6-12 community with whole school meetings and celebrations. They have also worked to shift the academic focus to a competency-based approach, which emphasizes more general, transferable skills, or competencies, that cut across all content areas and that all students work to master. Based on student feedback and teacher interest, staff are piloting this fall several new interdisciplinary courses, which include project-based learning and time in the community, such as collaborating at comic book store Comicazi, photography shoots in the neighborhood, attending an author presentation at the Somerville Theater, and working at a Habitat for Humanity build. Preliminary data show positive results for the new courses, and staff plan to offer more in the spring. It was discussed that the resources to launch a new course with this design, and run the course, are more than initially thought, so future budgeting will need consideration. Meeting participants also expressed the importance of sharing this promising new work more widely, both within the district and with the greater community. Outreach is part of the Barr Foundation work.

Next, Somerville High School staff, including principal Sebastian LaGambina, Melanie Kessler (Director College & Career Readiness), Carlos Contreras (teacher), Marianna Hosking (Science Department Chair), and Jodi Remington (English Department Chair), presented an update on the "Envisioning the Future of SHS" work that is being done in partnership with and with financial support from the Barr Foundation (for more details on this process from prior EP meeting, see March 19, 2018 and April 4, 2019 meeting minutes). This work is organized around four focus areas, with a subcommittee for each area.

One focus area is "Beyond the Classroom Learning" (BCL), now with a newly hired a BCL coordinator. As part of this work, SHS has launched an early-college pilot with Cambridge College, with details shared by two students at the meeting. In addition, the CHA internship located in SHS will continue, and the subcommittee will propose a new BCL course for next school year.

The Performance-based Assessment team is working this year to familiarize faculty, students and families with the *Highlander Habits* (eight cross-curriculum competencies), and to support departments in implementing PBAs that embed the habits. They also are designing a system where students demonstrate mastery of *Highlander Habits* by graduation, starting with a portfolio for each habit for next year's 9th graders.

The Personalization subcommittee is also working to provide information to staff and gather feedback from staff on "highlander community time", which would be a daily 30-minute block that would be required, credit-bearing, and supported by all SHS faculty. This subcommittee is collaborating with other teams and planning for future PD with staff.

Finally, the scheduling subcommittee is continuing to explore the idea of moving from a semester model to a trimester model, to increase flexibility for students and better meet student and teacher needs. The committee is working this year to draft sample schedules, gather feedback and provide updates to staff, in addition to increasing student voice and representation. The prioritized goals include increases opportunities and flexibility for students, while allowing them to focus on fewer classes at one time, and giving staff more time for professional collaboration.

Final recommendations from all four subcommittees are subject to addressing any contractual issues and School Committee approval.

With no further business, the meeting was adjourned at 6:58pm.

MOTION: Motion by Ms. O'Sullivan, seconded by Ms. Pitone to accept the report of the School Committee Meeting for Educational Programs and Instruction of November 4, 2019.

Motion approved via voice vote.

C.School Committee Meeting for Long Range Planning: November 13, 2019 (Ms. Normand)

Carrie Normand

School Committee Meeting for **Long Range Planning**

Met on November 13 2019

In attendance: Emily Ackman, Ilana Krepchin, Lee Erica Palmer, Andre Green, Laura Pitone, Paula O'Sullivan, Superintendent Mary Skipper, Chief of Operations Jeff Curley, Interim Assistant Superintendent Chad Mazza

Audience: 1 member, STA Vice President Megan Brady

There were 2 items on the agenda:

1. Onboarding of New School Committee Members
2. School Committee Goals 2019-2022

The first agenda item was Onboarding of new members. The committee discussed the importance of a smooth transition both for the new members joining the Somerville School Committee and continuing the work in progress. Dr. Ackman volunteered to write a school committee handbook. Earlier in the fall, she sent an invitation to school committee members to provide feedback and additions through google docs. The committee agreed to a November 26th deadline for input with a goal of getting a final copy to new members in December prior to the January 2020 start of their term.

The second agenda item was the School Committee Goals. Mr. Green made a motion to bring Ms. Pitone's motion back from being tabled, Ms. Pitone seconded the motion. Ms. Pitone had moved to change "Human Capital" to "Educator Excellence and Diversity", "Enrollment and Access to Programming" to "Equitable Resource Allocation", and expand "Milestones of Learning" to include "for Whole Child Development." Chief of Staff Curley reported that the Staff Cabinet had discussed the potential longer titles and that they concluded that the shorter titles would translate more effectively and that there was a shared understanding of the original brief titles. After some discussion, Mr. Green called the question, seconded by Dr. Ackman. The title change motion did not pass with a vote of three in the affirmative and four in the negative. In response to Mr. Green's request from the previous Long Range Planning meeting, the district suggested the following benchmarks so the Human Capital goal would read:

Because research shows that all children benefit from a highly skilled and diverse educator workforce that reflects SPS students and families, we will, by 2022, increase the percentage of support staff of color by 6 percentage points, teachers and counselors of color by 5 percentage points, and administrators of color by 4 percentage points through evaluating and strengthening all elements of our human capital system: recruitment, processes, training, retention, development, and advancement. We will engage staff and community as authentic partners in this work.

After some discussion about the need to further study and potentially expand the categories an employee or student could self-identify, Mr. Green called the question on voting on the district goals, and Dr. Ackman seconded. The School Committee Goals 2019-2022 were passed unanimously.

Carrie Normand adjourned the meeting at 7:55.

MOTION: Motion by Ms. Normand, seconded by Ms. Krepchin to accept the report of the School Committee Meeting for Long Range Planning of November 13, 2019.
Motion approved via voice vote.

At this time Superintendent took a minute to share the last of her district report.

Superintendent's Notes: *School Committee Meeting - Monday, November 18, 2019*

As part of the educational redesign work that Somerville High School is doing with the support of CCE and the Barr Foundation, this year the school unveiled its graduate profile. The graduate profile identifies eight "**Habits of a Somerville High School Graduate**" that students are expected to master before they graduate. The 8 #HighlanderHabits include (1) Growth Mindset, (2) Physical and Emotional Wellness, (3) Communications, (4) Collaboration, (5) Critical and Creative Thinking, (6) Culturally Competent Citizenship, (7) Professionalism, and (8) Post-Secondary Readiness. To support the introduction of these #HighlanderHabits, and build student capacity, each month the school is highlighting one of the habits, and recognizing students who exemplify that habit throughout the month. Congratulations to the following 8 SHS students for their outstanding work in demonstrating a Growth Mindset, the October Highlander Habit of the Month: Lindsay Ferraina, Kalsang Chodon, Victor Henriquez Garay, Jadrianis Vega Garcia, Owen Hughes, Henry Yanes Arbaiza, Ryan Westgate, and Sophonie LaFerriere.

Parent-Teacher Conferences are under way. We are enjoying seeing parents & guardians, and sharing their students' progress this school year. The following schools still have conferences coming up in the next 2-3 weeks:

- East Somerville: Thursday, November 21 from 5:00-7:30pm
- West Somerville: Thursday, November 21 from 5:00-7:30pm
- Brown School: Thursday, December 5 from 5:00-7:30pm

We are excited to announce a new opportunity for Somerville families who have gone through the complex college application process to support first generation college-going juniors at Somerville High School. SHS will be hosting an Informational Meeting on Wednesday, December 4th, at 6:00pm for a new volunteer program called **"Families Together Somerville (FTS)"**. The program will match a first generation college-going juniors' family with another Somerville family that has direct experience with the college application process. The goal is to empower the students and families being mentored by pairing them with a family that has successfully navigated this process. Experienced parents/guardians will serve as guides and mentors.

After last week, there is no denying that the winter weather is upon us. The SFLC Clothing Closet is hosting a **"Share the Warmth" Winter Coat Drive** throughout November and December. Donations of new and gently used winter clothing are needed and much appreciated, to help families in need through the cold winter months. There is an urgent need for winter coats, snow pants, gloves, warm socks, and winter boots. Items can be dropped off the at SFLC Center, located at 42 Prescott St., or at any of our schools during regular school hours. Please contact Francia Reyes at (617) 625-6600, x6994 with any questions. Thank you in advance for your support.

Believe it or not, the **Thanksgiving Break** is fast approaching. We want to remind families that the 2019 Thanksgiving Break begins at noon on Wednesday, November 27th. Pre-K students will be dismissed at 11:30 that day, and K-12 students will be dismissed at noon. District offices will close at 1:00pm on Wednesday. All schools and district offices will be closed on Thursday and Friday, November 28th and 29th. We wish everyone has a safe and enjoyable Thanksgiving break, in the company and warmth of family and friends.

That concludes the Superintendent Report.

VIII. UNFINISHED BUSINESS

A. School Committee Goals

Chair Normand introduced the 2019-2022 goals. They were added as an agenda item for more time to review, but these were actually previously approved.

Ms. Pitone requested some sort of a press release on the goals to be able to extrapolate a little bit about why these are the goals and really give something to the School Committee members that they can push out publicly.

Mr. Green requested a memo explaining how the percentage points were established for the Human Capital goal and what math went into that.

Chair Normand thanked them both for their requests.

B. Somerville Public Schools Policy Manual

The following policy is being presented this evening for second reading, as amended:

- **Equity Policy**

Chair Normand opened up the floor for questions or comments on the policy.

Ms. O'Sullivan began by pointing out a particular sentence on the policy that she really resonates with. Typically, public school students have the right to respectful learning environments in which all of their identities, especially the racial and ethnic diversity is valued and contributes to successful academic outcomes. And so thinking about student's rights to a respectful learning environment, and thinking about how in our country we've heard more and more incidents of hate and bias. We would be naive to think that this may not be an issue in our district and we would be remiss to not address that in this policy.

With that, Ms. O'Sullivan made a motion to add to this policy, a couple of sentences to address this.

MOTION: Motion by Ms. O'Sullivan, seconded by Mr. Green, to add the sentence "In addition, all staff will be vigilant for bias and hateful incidents among students and will respond appropriately to such incidents." after the last sentence on the first page which currently reads "This policy will uphold SPS' commitment that all staff will be culturally competent, and demonstrate mutual respect without regard to any individual's actual or perceived personal characteristics."

And to add after items number four and five under desired outcomes additional text to read:

"In addition, Somerville Public Schools shall promulgate clear policies and practices for teachers, staff and administrators to follow in response to acts of hate and bias among students, including guidelines regarding clear communication with parents and guardians about acts of hate and bias that occur, and the District's response."

"Somerville Public Schools shall provide comprehensive anti-discrimination training for teachers, staff, students and interested parents, as well as opportunities for students and the broader community to have meaningful conversations to heal, learn and become leaders and supporting each other and fostering inclusivity."

Dr. Ackman then commented and agreed with the spirit of everything that Ms. O'Sullivan proposed. She then asked about the first proposed sentence stating that staff will be vigilant for bias and hateful incidents among students, and wondered if there's any chance that could leave the district legally culpable in any way.

Superintendent responded that she too agreed with the spirit of the amendment, but would want to check with our legal counsel to see if that sentence makes it more committal. She added that the second portion really speaks to, in Rules, coming up with and formalizing our policy around our response, and the expectation of educator responses when hate incident happens and hate language is used. The last two paragraphs in particular, speak more operationally, and while they're needed, they would probably be better served in Rules to actually document our policy. As far as the first part goes, with the word vigilant, how do we define exactly what that means. Because if somebody doesn't notice something or says that they didn't notice, how would we hold them accountable. She would want to have within the Rules piece, a reporting function for what staff should do when they come across the situation. And then what parents, students and the community can expect from us when that happens.

Mr. Green agreed that it's an important moral statement to make in this policy. And also agreed that we need to eventually flesh out what it means, but as part of the idea of this being an umbrella policy, one of the things that central policy says we need to do is actually flesh out better, more thorough, more proactive reporting practice policies.

Ms. Pitone asked for clarification on whether the superintendent was talking about a different policy and putting this in a different policy that already exists or a new policy, when you talking about bringing it back to rules.

Superintendent Skipper explained that the level of this particular policy, it being an equity policy, is clearly something that has to do with supporting equity throughout the system. This is in some ways an additional topic that we have talked about before. So, for instance, when we say SPS shall ensure schools are equipped to meet the social emotional and physical needs of each student, we don't then detail what the Somerville Public Schools are going to do to do that, we say it in policy language, and then we leave it to the district to come up with additional policies of implementation. What I'm saying for those other two paragraphs is that they're better served in a specific policy that is titled, something like Somerville Public Schools Response to Bias Hate Crimes, which we currently don't have in that format.

Ms. Pitone then directed a question to the chair of whether or not that's something we want to consider referring to Rules.

Ms. O'Sullivan followed up and said she could see what he superintendent is saying about some of the specific recommendations, particularly the training. Without this language, it feels like the policy is a lot about how the staff will be behaving and acting, but not necessarily the whole climate issue. So if we want to have equity in our classrooms and in our schools and we want to have a safe supportive learning environment, it goes beyond what the staff are doing and the curriculum instruction, but the actual learning environment, which a lot of that is created with kids talking to kids in that environment and so she was trying to fit that in and can understand that maybe this doesn't quite follow the tone of this or the structure of this but feels that it's important enough to have it in the policy.

Superintendent Skipper replied that the first suggested sentence, at the end of that first page speaks to that spirit exactly. She proposes that the last two paragraphs because they're much more specific, they start breaking off into something that is much more rules based and operational that needs to be done, but should be done with a policy we can refer back to. So, the first suggested sentence, to go at the end of the first page speaks to the culture that we're trying to create among students and staff, which is that if any of these incidents happen that we expect people will respond appropriately.

Chair Normand shares Dr. Ackman's sentiments and likes the spirit of that sentence. What she is concerned about is that the meaning is subjective, how would we hold staff accountable. Like Superintendent Skipper, she would like to have legal counsel look at it. In reference to the last two paragraphs, we've had this discussion in other policies before about what's policy what's procedure, and she also agrees that the last two paragraphs of the proposed amendment speak more to specifics and this is something that she would like to have a more thought out and thorough, and clear process for. And so she would be more comfortable having that be explored and developed as its own policy.

MOTION: Motion by Ms. O'Sullivan to amend her original motion to add in the first sentence at the bottom of the first page, pending legal review, and to strike the second two paragraphs from the motion, with the thought that that would get referred to rules for a more detailed anti-discrimination policy.

Motion approved via voice vote.

Chair Normand then asked members of the committee to vote on the entire equity policy.

MOTION: Motion by Dr. Ackman, seconded by Mr. Green to approve the Equity Policy as amended.

Motion approved via voice vote.

IX. NEW BUSINESS

A. MASC Report Out

Chair Normand asked the members of the committee who attended the MASC Joint Conference to give a brief report.

With the role of delegate Mr. Green reported that there were nine resolutions that went before the body and as previously stated it was his intention that barring no changes, he would vote in favor of them all. There were no drastic changes, so he

voted in favor of all the resolutions, they all passed.

Ms. Pitone attended a lot of sessions and gave some highlights from a couple of them.

The most interesting one was on the last day and it was amplifying the student voice, with attendance from 10 student representatives from different districts, who were all appointed or elected in different ways, had a different number of representatives on the school committee, and also had drastically different roles.

There was a really interesting transition program for students 18 to 22, through what they called entrepreneurial experiences. There's a community called Westborough that actually has a program called Borough Bridging Over To The Right Opportunities and they actually have a candy store that is also a community center where the students go and work, and that's part of their vocational training as well as they have community events and they host different things.

There was also a program out of the New Bedford Family Institute For Student Success, and it's a nine-week course that parents attend to learn how the family/school community can work together to support student success. They have a very somewhat similar population to our district with the level of socio economics as well as students of color. They graduated 55 parents who went through this nine-week course about how to support their students. They also have been pushing towards a model of in every single school, having a parent space, where parents can come in every day and have access to computers.

There were a couple of different presentations on SEL. One district in particular actually had something like a certification level for their teachers to get to different tiers or levels of SEL knowledge. As well as at least one other district that had something that was a parallel to the Highlander Habits, which they called The Portrait of a Graduate. Showing that we're not the only district out there asking; what's our vision for our students, what are they going to learn, what competencies do we want them to have, beyond taking all these academic courses.

Another district did a really interesting PD with all their staff where they had teachers view the Mr. Rogers Documentary as part of their SEL Program. They found that the teachers really responded to it and found it very moving and inspirational. This was really powerful and to have these communities come together and watch something together was very impactful for them.

Lastly, there was an interesting presentation called More With Less, talking about how some districts were using outside consultants to try to view their central systems and cost distributions, with a lens of equity, and the goal was this idea of a data dashboard for budget information. I found some of the things that they were presenting very compelling and maybe this could be a long-term idea that may or may not be useful to our district.

Ms. Krepchin learned a lot and I went to a lot of different workshops. One of the people she met in the vendor room, talked about solar panels and she wondered if we have them on the new high school, being that she hasn't been here or involved in the planning. She attended a workshop called Creating A Connected Community, which was presented by Mashpee. Someone in their School Committee donated \$1,000, they had an essay contest, and got 34 student responses. It really felt like it helped them get a picture of what was going on in the community. They recently also created an app for families from the central district and just thinking about if that's anything we've considered, but they felt it was worthwhile in terms of a different mode of communication in the modern world. There was also one called Everything You Ever Wanted to Know About Early College that was presented by Chelsea, talking about how they've expanded and they found that many of their students weren't continuing, even though they had this financial beginning, it wasn't enough, they still couldn't afford to go. And so the City of Chelsea's City Council stepped in and offered to pay for the rest of their education at Bunker Hill Community College as long as they stayed in Chelsea. And once they did that they had a lot of kids going through and graduating.

Chair Normand took this time to thank the members for taking the time to attend the conference.

B. Weighted Student Formula Initial Presentation

Superintendent Skipper clarified that the Weighted Student Formula Initial Presentation is actually not a presentation for tonight. The administration asked for the presentation slides that Financial Director Gorski did for the Weighted Student Formula Task Force to be added to tonight's packet. He will be doing a presentation for the full School Committee in the early spring, when we all the new members are present.

C. Field Trips (Recommended action: approval)

November 24, 2019 – November 26, 2019

January 9, 2020

May 27, 2019 – May 29, 2019

13 CTE Students in grades 10 – 12 will visit the Best Western Plaza in Marlboro. Transportation via school bus, student cost is \$0.

10 NW/FC Students will visit Pat's Peak in Henniker NH. Travel via school van, student cost is \$25.

7th and 8th grade students from the Healey School will visit New York City and Philadelphia to learn about the history of the United States Government through primary sources. Travel by bus, student cost is \$400.

MOTION: Motion by Dr. Ackman to approve field trips, seconded by Mr. Green.

Dr. Ackman asked for clarity where the CTE students are going. Superintendent Skipper said they are going to a Skills USA competition.

Motion approved via voice vote.

D. Acceptance of Donations (Recommended action: approval)

The Superintendent recommends the acceptance, with gratitude, of the following donations:

Donation	Donor	City, State	Value	Program Donated to
130 Copies of the book <i>Pattan's Pumpkin</i>	John Mendelson, Senior VP at Candlewick Press	Somerville, MA	TBD	Literacy Night at the Healey School
Two-year Grant	The Boston Foundation	Boston, MA	\$250,000	SPS- Equity in Action Dashboard

MOTION: Motion by Dr. Ackman, to accept with gratitude the donations, seconded by Ms. Pitone.

Motion approved via voice vote.

X. ITEMS FROM BOARD MEMBERS

Dr. Ackman

The packet is presented to us in Google Drive and we've had a lot of challenges both technologically and in the visual accessing of it. And the only alternative that I'm aware of is Dropbox, I'm wondering about whether we should consider that instead or something else. I am hoping to find a more efficient way.

Chair Normand asked that if we're looking to move to a new platform, we should do so with a platform that actually makes that packet easier to share with the larger community.

XI. ADJOURNMENT

Meeting was adjourned via voice vote at 9:21.

Related documents:

- Agenda
- Human Capital Development Presentation
- Sexual Harassment/ Title IX Memo
- Personnel Report
- School Committee Goals
- Equity Policy

Submitted by: Katherine Santiago

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE
CENTRAL OFFICE MAIN CONFERENCE ROOM – 8 BONAIR STREET
REGULAR MEETING – NOVEMBER 18, 2019 – 7:00 P.M.**

Somerville Public Schools - School Committee Vision Statement/Goals

Amended 11-18-2019

We believe in developing the whole child - the intellectual, social, emotional, and physical potential of all students - by providing students with the skills, opportunities, and resources that will nurture innovative ideas, foster pride in diversity, inspire students to become lifelong learners and empower them to enrich their communities.

- Goal #1: Increase achievement and access for all students. Reduce all performance gaps by half.
- Goal #2: Develop and implement a comprehensive PreK-12 social-emotional learning framework that provides students with the skills they need for social and academic success.
- Goal #3: Increase engagement with the community to reflect the community in which we live.
- Goal #4: Continue to develop and implement innovative ways of measuring student academic performance and school quality such as formative assessment, performance-based tasks, and whole quality indicators.
- Goal #5: Develop a comprehensive plan for Universal Kindergarten Readiness that supports intellectual, physical, and social/emotional growth from birth to Pre-K.
- Goal #6: Develop and implement a strategy to recruit, develop, and retain a diverse and talented staff.

ORDER OF BUSINESS

I. CALL TO ORDER

Call to order with a moment of silence and a salute to the flag of the United States of America.

II. REPORT OF STUDENT REPRESENTATIVES

III. APPROVAL OF MINUTES

IV. PUBLIC COMMENT

V. REPORT OF SUPERINTENDENT

A. District Report

- Human Capital Professional Teacher Status Recognition
- Human Capital Development Presentation
- Sexual Harassment/ Title IX Memo (Requested by Rules Subcommittee)

B. Personnel Report

VI. REPORT OF SUBCOMMITTEES

A. School Committee Meeting for Rules Management: October 21, 2019 (Ms. Palmer)

MOTION: To accept the report of the School Committee Meeting for Rules Management of October 21, 2019

B. School Committee Meeting for Educational Programs and Instruction: November 4, 2019 (Ms. O'Sullivan)

MOTION: To accept the report of the School Committee Meeting for Educational Programs and Instruction of November 4, 2019

C. School Committee Meeting for Long Range Planning: November 13, 2019 (Ms. Normand)

MOTION: To accept the report of the School Committee Meeting for Long Range Planning of November 12, 2019.

VII. UNFINISHED BUSINESS

A. School Committee Goals

B. Somerville Public Schools Policy Manual

The following policy is being presented this evening for second reading, as amended:

- Equity Policy

VIII. NEW BUSINESS

A. MASC Report Out

B. Weighted Student Formula Initial Presentation

D. Field Trips (Recommended action: approval)

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Two-year Grant	The Boston Foundation	Boston, MA	\$250,000	SPS- Equity in Action Dashboard

IX. ITEMS FROM BOARD MEMBERS

X. ADJOURNMENT

2019-2020 Somerville Public Schools Human Capital Strategy

MARY E. SKIPPER, SUPERINTENDENT OF SCHOOLS
 DR. JESSICA BOSTON DAVIS, DIRECTOR FOR EQUITY AND EXCELLENCE
 SUSANA HERNANDEZ MORGAN, CHIEF COMMUNICATIONS AND DEVELOPMENT OFFICER
 MARIANA L. MACDONALD, DIRECTOR OF HUMAN RESOURCES
 KAREN WOODS, DIRECTOR OF EDUCATOR DEVELOPMENT

Human Capital Strategy – All Staff

Recruitment →	Hiring →	Development → & Support	Advancement
Pipeline Development: - Paraprofessionals - Teachers - Administrators	New Hire Data 2019-2020 Mentoring & Induction Data for Teachers 2019-2020	Professional Development Data 2019-2020 Peer Supporter Data 2019-2020	Educator Leadership Model Development – Nellie Mae Grant

*The Human Resources Department will be working with a consultant in the Fall/Winter of 2019-2020.

RECRUITMENT Pipeline Development - Paraprofessionals

Contract benefits that support the development of a pipeline:

- Student Teaching

Paraprofessionals enrolled in a college or university teacher training program may be granted paid time during the workday to engage in student teaching opportunities needed to obtain a degree and/or license

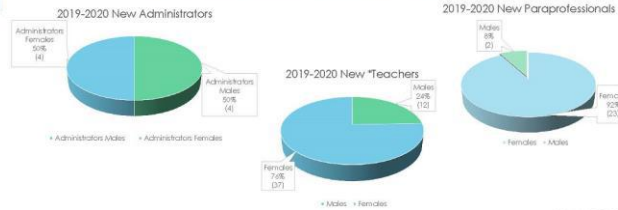
2019-2020:

- 1 student teacher did their practicum at Kennedy FY'19
- 2 student teachers are doing their practicum at ESCS in the Fall of FY'20
- 1 student teacher is doing their practicum at ESCS in the Spring of FY'20

- Tuition Reimbursement

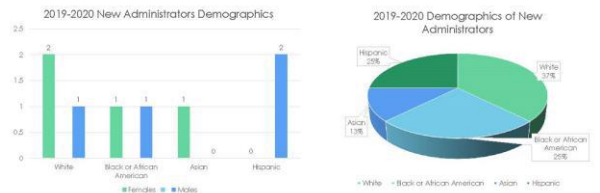
Paraprofessionals may be reimbursed up to \$500 per year, for attending workshops, conferences and courses related to the field of education or to the acquisition of an educator license.

HIRING New Hire Data – Gender

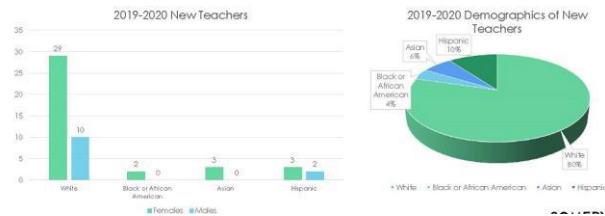


*The term "Teachers" includes All STA Unit A members (teachers, counselors, specialists, instructional coaches, etc.)

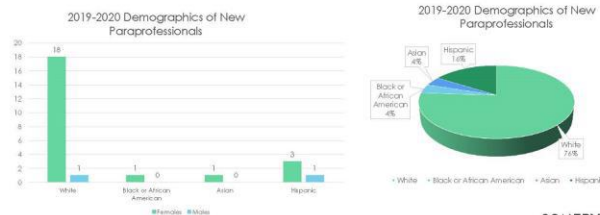
HIRING New Administrators – Demographic Data



HIRING New Teachers – Demographic Data



HIRING New Paraprofessionals – Demographic Data



HIRING Mentoring Program Highlights & Data

- Expanded summer PD options for new educators
- One-to-one mentors for new SPS educators and administrators
- "New Educator PD Series" as a mechanism to onboard new educators in the district
- Addition and expansion of peer observations for new educators and their mentors
- Creation of "Community Conversations" to build a supportive community and troubleshoot issues for new educators
- Exploration of mentor program expansion into 2nd year
- Development of a mentor and induction program specifically for new SPS administrators

Year-Over-Year Data for Teachers

	2017-2018	2018-2019	2019-2020
# of New Educator/Mentor Pairs	65	50	72
% of New Educators who feel they benefitted from working with their mentor	3.46 (average out of 4)	3.72 (average out of 4)	TBD
% of Mentors who feel they benefitted from working with their mentee	3.61 (average out of 4)	3.54 (average out of 4)	TBD

DEVELOPMENT & SUPPORT Professional Development Data

	2017-2018 (Year 1)	2018-2019 (Year 2)	2019-2020 (Q1 ONLY)
Number of PDs Offered	35	40	38
Number of PDs Conducted	21	25	36
Number of Participating Educators	304	437	648
Number of SPS Instructors	29	30	44
Number of Schools	10	10	10



DEVELOPMENT & SUPPORT Professional Development Data

Professional Development Evaluation Data	2017-2018 (235 Responses (Average out of 5))	2018-2019 (372 Responses (Average out of 4))	2019-2020 (Q1) (363 Responses (Average out of 4))
The presenter(s) was knowledgeable about the topic	4.82	3.92	
The presenter(s) was well-prepared	4.82	3.91	
The materials used were high quality and useful	4.65	3.83	
You were able to achieve the stated objectives of the learning opportunity	4.60	3.79	
The information you received will help you improve your work	4.65	3.82	
You are able to implement something new you learned through this opportunity in your work	4.67	3.82	
You would recommend this PD opportunity to others	4.69	3.86	

DEVELOPMENT & SUPPORT Peer Supporter Data

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- Expanded support for SPS educators
- Acknowledgement and recognition for educators who support their colleagues
- Regular check-ins to provide support for educators throughout the year, not just at the beginning
- Hope to memorialize through a MOA/next round of STA Unit A contract negotiations

	2017-2018 Pilot Year 1	2018-2019 Pilot Year 2	2019-2020
# of Peer Supporter Matches	6	36	19 (and counting)
# of Returning SPS Staff supported	6	13	15
# of New SPS Staff supported	0	23	4

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ADVANCEMENT Educator Leadership Model Development

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Nellie Mae Educator Leadership Development Grant

- Phase 1 – January 2018-June 2018:
Data Collection
- Phase 2 – July 2018-June 2019:
Core Design Team & Advisory Group
- Phase 3 – July 2019-June 2020:
Pilot Educator Leaders & Systems Alignment Group

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	LEVEL 1	LEVEL 2	LEVEL 3
Time commitment	No use of school-day/regular role hours (may need to set a max./range to be realistic and for teacher capacity)	Partial use of school-day/regular role hours	Full use of school-day/regular role hours (full-time job)
Qualifications - required training - pre-requisites	- Statement of interest - Demonstrated commitment to responsibilities outlined in the job description - Minimal barriers to entry - Meets STA requirements for the role	- Specific training (facilitation/leadership) - Strong communication, interpersonal and organization skills - Experience in other leadership positions (i.e. Level 1 positions)	- Specific training (facilitation/leadership) - Strong communication, interpersonal, and organization skills - Experience in other leadership positions (i.e. Level 1/2 positions)
Compensation	Stipend (contractual hourly rate)	Stipend (contractual hourly rate)	Salary (plus additional time/per diem rate)

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ADVANCEMENT Educator Leadership Model Development

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Pilot Educator Leaders:

- Professional Team Leaders
 - Early Education (1)
 - Elementary School (1)
 - Middle School (2)
 - High School (2)
 - District ELL Team (1)
- Domain Specialists
 - STEAM & Innovation Learning Specialist
 - Equity Specialist
- Curriculum Team Leaders
 - PreK-8 Social Studies
 - Library Media

Systems Alignment Group:

- Hiring & Development
- Monitoring & Accountability
- Resource Allocation
- Communication & Alignment

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Human Capital Strategy – Diversification

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Recruitment →	Hiring →	Development → & Support	Advancement
DESE Teacher Diversification Grant 2018-2019 & 2019-2020	Workforce Diversity Policy Equity Policy 3-Year Data Trends	DESE Teacher Diversification Grant 2018-2019 Educators of Color Affinity Group Equity-Specific Professional Development Data 2019-2020 Equity Specialist position	Influence 100 Harvard Principal Academy & Superintendent Fellows

*SPS has an active team participating in DESE's newly formed Diversity Network.

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RECRUITMENT DESE Teacher Diversification Grant

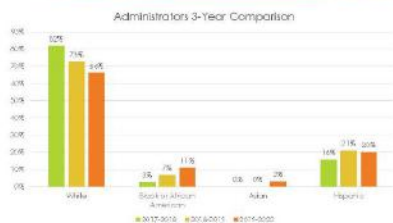
17

- Purpose of the grant is to strengthen and diversify existing teacher recruitment and retention programs
- Participating pilot districts will engage in thoughtful, high-impact approaches intended to increase the number of effective and diverse teachers in their schools
- SPS' "Grow your Own Initiative" focuses on developing a pipeline that leverages our diverse student population, as well as our diverse paraprofessional and afterschool staff
- Funding will also support strengthening the foundation of our recruitment and retention efforts of a diverse staff, including:
 - Ensuring internal structures create a welcoming climate
 - Providing opportunities for educators to connect through affinity groups that promote and support diversity
 - Providing MTEL prep and examination support

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HIRING Three Year Comparison - Administrators

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HIRING Workforce Diversity Policy

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- A goal of this policy is to diversify District Staff to better reflect the District's diverse student population.
 - All candidates for employment will have an opportunity at the initial stage of the application process
 - For the purposes of this policy, hiring administrators must include in their applicant pool for each position at least two candidates meeting the minimum qualifications for a posted position who identify as an underrepresented racial or ethnic minority

Accountability: Primary Indicators

- Scaled Scores in ELA, Mathematics, and Science
- Student Growth Percentiles in ELA and Mathematics
- English Learner Progress towards English Proficiency
- Chronic Absenteeism

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Accountability: District High School Indicators

- **Four-year cohort graduation rate (2018: 83.7%):** Percentage of students in a graduation cohort that graduate from high school in four years or less
- **Extended Engagement Rate (2017: 91.2%):** Percentage of students in a graduation cohort that either graduate in five years or less remain enrolled in school after 5 years
- **Advanced coursework completion (2019: 58.9%):** Percentage of 11th and 12th graders who complete at least one advanced course. Includes International Baccalaureate, Advanced Placement, dual enrollment for credit, and other math/science courses
- **Annual dropout rate (2018: 1.7%):** Percentage of students in grades 9 through 12 that drop out of school in a given year

Weights for Accountability Indicators – Non-High School

Indicator	Measure	With ELL
Achievement	<ul style="list-style-type: none"> English language arts (ELA) average scaled score Mathematics average scaled score Science achievement (Composite Performance Index (CPI)) 	60%
Student Growth	<ul style="list-style-type: none"> ELA mean student growth percentile (SGP) Mathematics mean SGP 	20%
English Language Proficiency	<ul style="list-style-type: none"> Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets required in order to attain English proficiency in six years) 	10%
Additional Indicator(s)	<ul style="list-style-type: none"> Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership) 	10%

Weighting is 3:1 (Achievement : Growth)

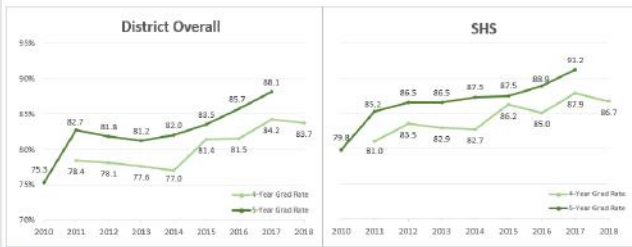
Weights for Accountability Indicators – High School

Indicator	Measure	With ELL
Achievement	<ul style="list-style-type: none"> ELA, Mathematics, and Science CPIs 	40%
Student Growth	<ul style="list-style-type: none"> ELA mean student growth percentile (SGP) Mathematics mean SGP 	20%
High School Completion	<ul style="list-style-type: none"> Four-year cohort graduation rate Extended engagement rate (five-year cohort graduation rate plus the percentage of students still enrolled) Annual dropout rate 	20%
English Language Proficiency	<ul style="list-style-type: none"> Progress made by students towards English language proficiency (percentage meeting annual targets towards proficiency in 6 years) 	10%
Additional Indicator(s)	<ul style="list-style-type: none"> Chronic absenteeism (percentage missing 10+ percent) Percentage of 11th & 12th graders completing advanced coursework (AP, IB, dual enrollment, &/or other selected rigorous courses) 	10%

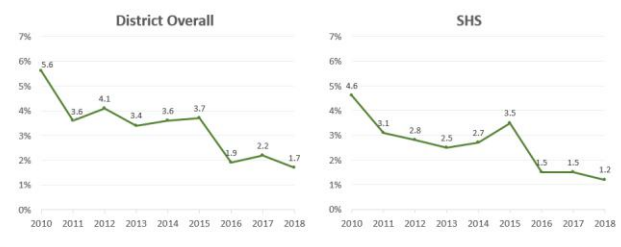
SPS Accountability Results

- Brown School among 67 schools designated "School of Recognition"
- No schools in need of assistance for academics
- 2 schools designated in need of targeted assistance for MCAS participation
- Somerville ranks among the top three urban districts in percentage of 10th grade students *Meeting or Exceeding Expectations* in ELA.

SPS Graduation Rates Continue to Climb



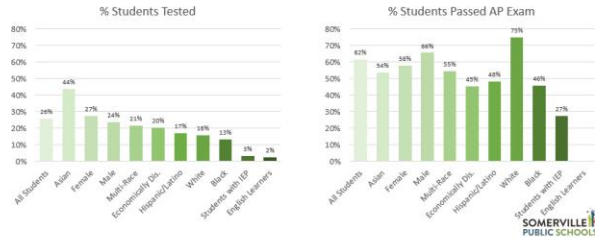
SPS Dropout Rates Continue to Decline



SPS Attendance Rates Remain High



SHS Advanced Placement Access & Performance



Using Data for School Improvement

The [SPS School Improvement Guide](#) outlines the process for school leaders



* Elements of this data inquiry cycle were adapted from the Data Wise protocol.

Thank you

MEMORANDUM

November 18, 2019

TO: School Committee
FROM: Mariana MacDonald, Director of Human Resources
RE: Sexual Harassment/Title IX Information Request

As part of your request I've included the definitions of sexual harassment as defined by the SPS, OCR and EEOC below (social media is highlighted in blue for SPS definition). As you can see our definition runs parallel to the legal definitions provided by federal /state laws and regulations.

Definition of Sexual Harassment

As defined by the Somerville Public Schools Student Handbook

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment

Harassment as described above may include, but is not limited to:

- Verbal, physical or written (*including texting, blogging, or other technological methods*) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

As defined by the Office of Civil Rights

(OCR) What is sex-based
harassment?

Sex-based harassment can take multiple forms. Harassers can be students, school staff, or even someone visiting the school, such as a student or employee from another school. Sexual harassment (including sexual violence) and gender-based harassment are forms of sex-based harassment addressed on this page



Somerville Public Schools
 Education • Inspiration • Excellence
PERSONNEL REPORT
 2019-2020 School Year
 November 2019

RESIGNATION FOR PURPOSE OF RETIREMENT:				
SCHOOL	POSITION	INCUMBENT	DATE OF RETIREMENT	YEARS OF SERVICE
ESCS	Principal	Holly Hatch	09/01/19	14
WHCIS	Grade 3 teacher	Maria Medeiros	09/30/19	23
CAP	ECIP Teacher	Joan Duffy	09/05/19	18
SHS	Special Education Teacher	Eithna Sweeney	09/19/19	32
SCALE	ELL Program Administrator	Ngaio Schiff	08/09/19	28 years + 5 months
SCALE	FT Computer Operator	Doreen Curreri	08/30/19	37
BR	Kindergarten Paraprofessional	Margaret Ghirarda	08/01/19	29 + 73 days
CAP	ECIP Paraprofessional	Bridget Travers	09/09/19	18
St. Catherine's	Technician	Catherine Ray	06/30/19	29
WSNS	Grade 6 ELA Teacher	Victoria Macrokanis	06/30/20	35
WHCIS	Grade 4 Teacher	Charlene O'Neill	08/23/20	33 + 126 days
ESCS	Resource Room Teacher	Gail Portine	06/30/20	32
SHS	Metal Fabrication Teacher	Anthony Vecchiarello	02/20/20	31
Food and Nutrition Serv	Cook	Mercedes Escobar	12/31/19	20
CAP	SMILE Paraprofessional	Deborah Drusso	06/30/20	18

RESIGNATION NOTICES:			
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE OF RESIGNATION
CAP	SMILE Paraprofessional	Brenda DeAngelis	10/18/19
ESCS	PT Door Monitor position only	Felicita Bonilla	11/1/2019-Continues FT Para position
HLY/Comm Schools	PT Assistant Teacher	Lipasha Pradhan	09/12/19
HLY/Comm Schools	Door Monitor	Michelle Cea	06/21/19
KEN	Kindergarten Paraprofessional	Elena Bartholomew	11/08/19
KEN	Speech and Language Pathologist	Theresa Skovera	11/20/19
WHCIS	ELL Paraprofessional & PT Lead Teacher	Francisco Reyes	10/25/19
WSNS	PT Assistant Teacher	Michael Downie	09/19/19

ASSIGNMENT ENDED			
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE

LEAVES OF ABSENCES			
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATES
CAP/WHCIS	Occupational Therapist	Erin Morrison	12/16/19-02/10/20
CAP	ASD Paraprofessional	Jeffly Louis	01/20/20-06/30/20
District Wide	.40 Music Teacher	Kevin Koteles	10/15/19-10/24/19 - Extended
ESCS	Program Development Specialist	Maureen Hughes	10/28/19-06/30/20 - Revised
Food Services	Principal Clerk	Mary "Collette" White	10/22/19-11/26/19
KEN	SPED Paraprofessional	Joan Grimes	10/01/19-10/17/20
SHS	Physical Education Teacher	Aaron Landes	10/08/19-10/31/19
SHS	Science Department Chair	Marianna Hosking	01/07/20-05/29/20
SHS	Security Monitor	Lorne Murphy	10/08/19-01/01/20
SHS	Biology Teacher	Rita Brown	02/26/20-06/05/20

INTRA-DISTRICT PERSONNEL TRANSACTIONS					
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE	VICE/REASONS	
AFAS/Comm Schools	PT Assistant Lead Teacher	Kifah Soudi	10/28/19	N. Sehi/Additional Assignment	
SHS	FT Technology Specialist/Trainer	Joseph Braga	11/01/19	J. Lee/New Assignment	
SHS	Temporar FT Security Monitor	Gary Meskell	10/15/19	L. Murphy/Additional Assignment	
SHS	.80 Mathematics Teacher	Arin Rogers	11/04/19	Increase in hours/Benefits eligible	
SHS	FT Security Monitor	Pierre Bedel	10/30/19	New Position/New Assignment	

NEW HIRES						
SCHOOL	POSITION	INCUMBENT	VICE	EFFECTIVE DATE	Dual/SEI	
AFAS	Temporary ELL Paraprofessional	Rebecca Calkins	New Position	11/12/19	No/No	
BR	FT Lead Teacher	Kelliann Marks	Max Kreiskey	11/04/19	No/No	
CAP	Temporary SPED ECIP Autism Paraprofessional	Kaycee Corea	New Position	11/04/19	No/No	
CAP	Temporary SMILE Paraprofessional	Susan Gardner (Substitute)	Brenda Deangelis	11/12/19	Yes/Yes	
Central Admin Offices	Supervisor of Attendance	Matthew O'Donnell	Joseph King	10/28/19	No/No	
ESCS	PT Utility Aide	Linda Sauve	Jose Santo Bonilla	11/04/19	No/No	

ESCS	PT El Sistema Symphonic Ensemble Conductor	Aldo Abreu	New Position	10/28/19	No/No	
ESCS	Temporary SPED Paraprofessional	Pena Miosotis (Retiree)	Joana Gonzalez	10/28/19	No/No	
HLY/Comm Schools	PT Assistant Teacher	Lina Spinoso (substitute)	Lipasha Pradhan	10/28/19	No/No	
HLY/Comm Schools	PT Door Monitor	Suri Gonzalez	Michelle Cea	11/04/19	No/No	
HLY/Comm Schools	PT Homework Helper	Rafael Santos	New Position	11/04/19	No/No	
KEN/Comm Schools	PT Assistant Teacher	Justin Jones (substitute)	Meghan McCormick	11/04/19	No/No	
SFLC	School Based Family and Community Liaison	Sally Peterson	Alexandra Carlino	10/26/19	No/No	
SHS	Beyond the Classroom Learning Coordinator	Emily Singer	New Position	11/04/19	No/No	
SHS	Temporary SPED 1:1 Paraprofessional	Christine Lewis	Zoe Weems	11/04/19	No/No	
WHCIS	Temporary Kindergarten Paraprofessional	Teri Raffel	Chatherine Keefe	10/28/19	Yes/Yes	
WHCIS	EL Adjustment Support Specialist-Port. Language	Jamie Keegan	New Position	11/13/19	No/No	
WSNS	Temporary SPED Paraprofessional	Matthew Bancroft	New Position	10/21/19	No/No	
WSNS	Temporary Grades 7/8 ELA Teacher	Emily Griffin	Alison Kase	11/18/19	No/Yes	
WSNS/Comm Schools	Afterschool Assistant Program Coordinator	Kylie Baker	New Position	11/04/19	No/No	

School Committee Goals 2019-2022 Nov 13th Draft

Somerville Public Schools (SPS) defines equity as providing access to the opportunities, support, environment, expectations, and resources that every student needs to achieve educational success, feel valued, and contribute to a thriving community. In order to address the root causes of systemic inequity in our schools, the Somerville School Committee and SPS commit to the following goals, knowing that these can only be achieved through ensuring meaningful partnerships with all Somerville families as well as district staff, city government, and community partners.

Somerville Public Schools has aimed to reduce persistent gaps in the educational attainment of all students for the past decade. Despite our efforts to provide equitable access and opportunities for our entire community of students, past goals and initiatives have not given rise to persistent deep progress for our black and brown students. Our three-year long-range goals attempt to address deep-rooted systemic barriers that have prevented us from achieving our district vision of equity and excellence and ensure that all students, regardless of race or ethnicity, have the supports and resources they need to achieve educational success in our district now and in the future.

Human Capital

Because research shows that all children benefit from a highly skilled and diverse educator workforce that reflects SPS students and families, we will, by 2022, increase the percentage of support staff of color by 6 percentage points, teachers and counselors of color by 5 percentage points, and administrators of color by 4 percentage points through evaluating and strengthening all elements of our human capital system: recruitment, processes, training, retention, development, and advancement. We will engage staff and community as authentic partners in this work.

Enrollment and Access to Programming

Because we believe that no group of students should be disproportionately impacted by district enrollment policies and that all students should have access to support they need, by 2022, we will 1) conduct a district enrollment study to understand the prospective future population of the district and 2) craft a vision for school assignment and programming aligned with the district's equity policy. We will engage students and families in this process to design a school assignment policy grounded in equity and in the values of our community.

Resources

Because we know that every student has unique needs and interests and should have access to rich learning opportunities that help them thrive, we will design, evaluate, and partially or fully implement student-based budgeting by 2022. We will do this through a transparent process that welcomes and embraces the engagement of stakeholders at all levels to develop a system where students are funded equitably, regardless of which SPS school or program they attend.

Milestones of Learning

While we believe that every child can thrive, we recognize a gap in achievement and opportunity in our current system. We will, by 2022, design a robust system of aligned developmental academic and social-emotional benchmarks working with district administration, school communities, students, and educators. These benchmarks will be used to inform practices, policies, and resource allocation to ensure that every student has access to rigorous and responsive core instruction that integrates the whole-child approach.

Equity Policy

Second Reading November 18, 2019

Definition:

SPS defines equity as providing the opportunities, support, environment, high expectations, and resources that every student needs to achieve educational success, to feel valued, and contribute to a thriving community.

This is different than equality, which means providing each individual student with the exact same conditions or resources regardless of need.

Purpose:

Somerville Public Schools (SPS) students have the right to respectful learning environments in which all of their identities, especially their racial and ethnic diversity, are valued and contribute to successful academic outcomes. This includes the embracing of intersectionality, the complexity of each unique student, and the convergence of their overlapping identities (such as race, ethnicity, gender identity, ability, sexual orientation, religion, nationality, language acquisition status, and socio-economic status).

This policy asserts that each and every student matters, and in particular, that educational outcomes should never be predictable by any individual's actual or perceived personal identity, and that equity demands intensive focus and attention to eliminate all gaps in student achievement correlated with demographic characteristics.

This policy exists to confront a legacy of institutional racism that results in achievement and opportunity gaps. These gaps include lower academic achievement and graduation rates, higher drop out and suspension rates, and fewer college and career opportunities for students of color than for their white peers. Moreover, when other variables are held constant (e.g. poverty indicators, special education status, language acquisition status), gaps along the lines of race and ethnicity are still present.

SPS acknowledges that complex societal and historical factors contribute to inequities within our school district. SPS must continuously examine all policies and practices for internal biases that contribute to achievement and opportunity gaps. SPS must provide all students with the support and opportunity to succeed.

This policy will uphold SPS' commitment that all staff will be culturally competent, and demonstrate mutual respect without regard to any individual's actual or perceived personal characteristics.

Equity Levers Crucial to Student Success:

There are a number of factors that influence success for all students. These factors include: (1) district and school policies and procedures, foremost pupil school assignment; (2) adequate resources; (3) high quality teaching and learning; (4) social, emotional, and physical health of students; (5) quality, diversity, competency, and stability of school leadership and staff; and (6) valued partnership with students' family and community.

Desired Outcomes:

1. Pupil assignment shall take into consideration district programming and neighborhood choice to result in equal access to opportunity and a diverse representation of the population at each K-8 and K-5 school.
2. Schools shall receive equitably allocated resources to respond to the needs of each student, which may result in differentiated resource allocation. This includes, after consideration of students' individual needs, equitable access to wrap-around support, material resources relative to the student body, and resources to support student mental health.
3. All students shall experience a rich, diverse, culturally responsive curricula, instruction, and assessments, which supports students' healthy identity development. All students should have access to advanced level courses at the high school level, including language arts, mathematics, science, social studies, history, career technical options, the arts, foreign language, and music.
4. SPS shall ensure schools are equipped to meet the social, emotional, and physical needs of each student.
5. SPS shall ensure that staff at each school are diverse, culturally competent, high-quality, stable and equity focused.

6. Family and community are valued and equal partners. As such, each school is responsible for building partnerships with every family with a specific goal of diversifying parent/guardian leadership and the SPS volunteer base. Our district and schools will work closely together with families and community members especially in the areas of building relationships, teaching and learning, and supporting advocacy.

Equity Goals and Reports:

The Superintendent or designee shall develop and implement a system-wide racial/ethnic equity plan with clear accountability and metrics, which will result in measurable progress for all SPS students towards the desired outcomes outlined in this policy. Goals for schools, departments, and staff shall be connected to already existing prioritized structures of accountability and support to ensure progress is made. If a school or department is not making adequate progress towards the desired outcomes at the time of the report, the school or department will receive increased support. The Superintendent shall annually report progress on the plan and outcomes.

The district shall present reports on the following data (where applicable aggregated and disaggregated by race/ethnicity, English Language Learners, indicators of poverty, and special education status):

Number of out-of-school suspensions and descriptions of in-school suspension programs; number of emergency removals; intervention programs used to prevent suspensions and support positive behaviors; specific supports for students with mental health conditions; school attendance; enrollment in advanced course work; number of dropouts; assignment into special education; college completion within six years, and any other data that district staff deem appropriate, useful and valid for this purpose.

The district will develop a process to field complaints and violations in values which this policy intends to uphold which will be communicated to staff and students. No district student or staff member who in good faith reports a violation to the equity policy shall suffer harassment, retaliation, or adverse consequences.

These desired outcomes shall be crafted into three phase goals in the following structure:

